

HYATT PARK ELEMENTARY

4200 Main Street
Columbia, South Carolina 29203

GRADES K-5 Elementary School

ENROLLMENT 601 Students

PRINCIPAL Dr. John Lane 803-735-3421

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	46	47	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

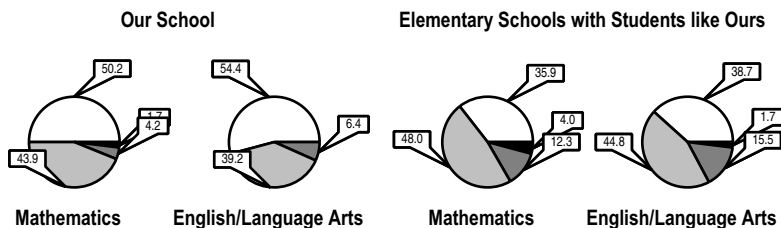
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	93	42
Percent satisfied with learning environment	76.9%	81.3%	90.0%
Percent satisfied with social and physical environment	70.3%	77.2%	80.5%
Percent satisfied with home-school relations	55.3%	88.0%	89.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	322	97.8	54.4	39.2	6.4	N/A	6.4	17.6
Gender								
Male	169	96.4	64.5	31.9	3.5	N/A	3.5	17.6
Female	153	99.3	44.0	46.8	9.2	N/A	9.2	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	316	97.8	54.3	39.5	6.2	N/A	6.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	283	97.9	53.1	40.2	6.6	N/A	6.6	17.6
Disabled	39	97.4	66.7	29.6	3.7	N/A	3.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	322	97.8	54.4	39.1	6.4	N/A	6.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	322	97.8	54.4	39.1	6.4	N/A	6.4	17.6
Socio-Economic Status								
Subsidized meals	287	98.3	54.5	39.9	5.5	N/A	5.5	17.6
Full-pay meals	35	94.3	51.7	34.5	13.8	N/A	13.8	17.6

Mathematics								
All students	322	99.4	50.2	43.9	4.2	1.7	5.9	15.5
Gender								
Male	169	98.8	51.4	45.2	2.1	1.4	3.4	15.5
Female	153	100.0	49.3	42.3	6.3	2.1	8.5	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	316	99.4	50.4	43.6	4.3	1.8	6.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	283	99.6	47.5	46.0	4.6	1.9	6.5	15.5
Disabled	39	97.4	75.0	25.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	322	99.4	50.2	43.9	4.2	1.7	5.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	322	99.4	50.2	43.9	4.2	1.7	5.9	15.5
Socio-Economic Status								
Subsidized meals	287	99.3	52.5	43.2	3.5	0.8	4.3	15.5
Full-pay meals	35	100.0	32.3	48.4	9.7	9.7	19.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	106	N/A	48.1	40.4	11.5	N/A	11.5
	Grade 4	95	N/A	47.4	45.3	7.4	N/A	7.4
	Grade 5	82	N/A	46.9	44.4	7.4	1.2	8.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	110	97.3	50.5	38.9	10.5	N/A	10.5
	Grade 4	110	98.2	54.7	38.9	6.3	N/A	6.3
	Grade 5	102	98.0	58.1	39.8	2.2	N/A	2.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	106	N/A	51.9	42.3	4.8	1.0	5.8
	Grade 4	95	N/A	46.3	41.1	11.6	1.1	12.6
	Grade 5	82	N/A	50.0	40.2	7.3	2.4	9.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	110	100.0	49.0	50.0	1.0	N/A	1.0
	Grade 4	110	99.1	54.6	40.2	2.1	3.1	5.2
	Grade 5	102	99.0	46.8	41.5	9.6	2.1	11.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 601)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.5%	Down from 7.8%	2.5%	2.4%
Attendance rate	95.2%	Up from 94.9%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.1%	Up from 0.0%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.9%	Up from 0.0%	8.3%	8.0%
Older than usual for grade	1.8%	Up from 1.7%	2.9%	1.1%
Suspended or expelled	0.5%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	60.5%	Down from 63.0%	46.9%	50.0%
Continuing contract teachers	83.7%	Up from 82.6%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.7%	Up from 78.6%	80.2%	86.2%
Teacher attendance rate	92.8%	Down from 95.7%	95.1%	95.3%
Average teacher salary	\$42,480	Down 0.2%	\$38,505	\$39,909
Prof. development days/teacher	17.6 days	Up from 8.3 days	13.0 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	19.5 to 1	Up from 19.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	87.1%	Down from 89.9%	88.6%	89.7%
Dollars spent per pupil*	\$6,237	Up 1.9%	\$6,769	\$5,892
Percent spent on teacher salaries*	76.0%	Up from 74.8%	63.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As time progresses, so do the Cougars of Hyatt Park Elementary School. Cougars are On the Move to Excellence (COME).

The following programs highlight some of the wonderful things that are happening here. Our child development, kindergarten, and first-grade classes use Breakthrough to Literacy. With the aid of this program, 96% of Hyatt Park's kindergarten students reached a first-grade reading level as measured by the Breakthrough to Literacy Program. Other intervention programs, such as Early Alliance, Early Success, and SOAR to Success, also are used to help our students improve their reading skills. The mind and imagination of students at our school leap and soar under the careful tutelage of well-trained teachers with a vision of high expectations in Math, Language Arts, Writing, Science, and Higher-Order Thinking Skills. Our instructional program is further supported with before- and after-school tutoring sessions. Volunteers and mentors also enhance our instructional program by "adopting" a child to counsel, coach, and nurture to success.

Technology use continues to be expanded by teachers and students making greater use of NASA's educational Website and other software programs. We are a Title One school with 94% of our students on free or reduced lunch. We believe that it takes everyone to educate a child. Several school-sponsored activities have been implemented to increase the social, cultural and academic levels of our students through use of community and business resources. Our Annual Community Fair keeps us in touch with other community members and has opened avenues of communication with them.

At our school, we offer many opportunities for students to seek leadership roles that build character and prepare them for the competitive world in which they live. Students are involved in the daily functions of our school. The older students mentor and act as guides. They learn to appreciate serving others, as they learn skills that help prepare them for adult life. Opportunities also are available for students to hold membership in special-group activities.

John L. Lane, Principal, Hyatt Park Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.